**“Bee Line Formation”**

**Lesson Plan**

*Follow the lesson plan as outlined below. You will be reviewing this daily during the first week of our launch the week of January 20, 2009 through January 23, 2009.*

Goal:

* Students at The Meadows Elementary School will understand the meaning of the phrase “Bee Line Formation”.
* Students will demonstrate an appropriate response to the phrase.

Introduction: Explain to the students that the purpose of this lesson is to discuss the meaning of the phrase “Bee Line Formation” and what it looks like and sounds like. Explain to the students that “Bee Line Formation” may look different in various situations.

Learning Objective: “The focus of this lesson is “Bee Line Formation”. At The Meadows Elementary School students will respond appropriately when asked to assume or get into “Bee Line Formation”.

“Tell” Phase:

Tell students that at the Meadows Elementary we use the phrase “Bee Line Formation”. Bee Line Formation looks different depending on whether you are standing or sitting.

“Eagle Formation” when standing means:

1. Straight line (one behind the other, or shoulder to shoulder).
2. Facing Forward, with eyes looking straight ahead.
3. Hands are behind your back, hand in hand at the waist.
4. Level Zero, mouths are closed and silent.

“Eagle Formation” when seated means:

1. Legs crossed, crisscross applesauce.
2. Sitting tall.
3. Hands on lap.
4. Level Zero, mouths are closed and everyone is silent.
5. Keep your hands, feet, and other items to yourself.

“Show” Phase:

1. Define the difference between appropriate and inappropriate behavior. Again, you may want to use a T-chart to help students recognize the lines between good and bad behaviors. The following T-Chart is an example of what could be used for defining the Meadows “Bee Line Formation”.

|  |  |
| --- | --- |
| Appropriate | Inappropriate |
| Standing/Sitting Tall | Leaning against any object |
| Eyes looking straight ahead. | Looking down or behind you. |
| Single file | Standing/Walking next to a friend |
| Mouths closed | Talking or making other noises |

1. Teacher demonstrates for the students the appropriate and inappropriate behavior.

“Do” Phase

Role –play appropriate and inappropriate behavior. Provide positive reinforcement for students who demonstrate “Bee Line Formation” behaviors. Allow time for student to discuss why the appropriate behaviors are superior to the inappropriate, negative ones.

FOLLOW-UP LESSONS:

In addition to reviewing the lesson, you could have students do some of the following activities:

1. Journal: Ask the students to write about how they think being in “Bee Line Formation” might be applied to other places such as the grocery store, going on a field trip, etc.
2. Use role-play to allow students to show appropriate examples of “Bee Line Formation”.
3. Journal: Ask students to write or draw about a time when they suffered a consequence for not demonstrating Bee Line Formation.
4. Project: Illustrate posters of what Bee Line Formation looks like and sounds like.